

## Course Unit: 400351 - Occupational Dynamics II

Year 2 Semester 2 ISCED Code: 0915 ECTS: 6

Type of Course Unit: Compulsory Delivery Mode: Face-to-face Language of Instruction: Portuguese

COURSE COORDINATOR: Maria de Guadalupe Comparada Almeida

### HOURS OF WORK

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
112,5	-	35	20	-	-	-	-	-	57,5

Prerequisites (if applicable):

### LEARNING OUTCOMES (knowledge, skills and competence)

In this course unit the student should demonstrate that it is able to:

- To contextualize and integrate concepts already acquired about occupation, occupational performance, meaningful occupation;
- Know the process of activity analysis as a therapeutic intervention;
- Adapt the activity focused on the client to be included in the intervention plan;
- Identify and experience different types of activities in the therapeutic context and in simulated context.

### CONTENTS

- 1 - Approach Review of activity analysis process
- 2 - The process of activity analysis
- 3 - Activity and Therapeutic Intervention:
  - > Adaptation and grading activity
  - > Activity analysis for therapeutic intervention
  - > Activities to incorporate the intervention plan
- 4 - therapeutic activities Simulation
- 5 - Direct observation of therapeutic contextss

### DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES

In the course Occupational Dynamics II will study the process of activity analysis as a therapeutic intervention and the activity to be included in the intervention plan. This will be decomposed in different phases and put into practice by observation, experiment and analysis of various types of therapeutic activities in dimension.

It is intended to deepen the theoretical and practical knowledge of the activity so that in future it can be used as a therapeutic resource..

### TEACHING METHODOLOGIES

-Expositive and demonstrative method, through the execution/experimentation of activities with the students.

-Group work for the elaboration of a Project

Evaluation includes written evaluation and elaboration of a Project with oral presentation and written evaluation.

### **DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES**

Demonstrate understanding and knowledge of the applicability of activity analysis process, according to the expected performance, correlating it with factors, patterns and customer skills in different environments and contexts. It should also identify the interaction between occupational performance and the requirements of the activities in the therapeutic context, according to the various dysfunctions of occupational performance (psychosocial disorders, rheumatologic, neurological, orthopedic and oncology).

Analyze activities and occupations related to the different areas of performance in the therapeutic context.

- Consider the influence of social conditions and ethical contexts the choice and involvement in occupations in therapeutic context..

### **EVALUATION METHODS**

Continuous Assessment (CA) - 1 individual written test (IWT) (minimum grade 8 points); 1 work group (minimum rating of 8 points). Approval: minimum grade of 10 points, in the weighted average of the evaluation tests. Only the final CU classification is obtained by rounding.

Final Assessment in Normal Season (NS) - Applies to students who do not opt for CA; 1 IWT minimum admissible rating: 10 points).

Final Assessment at Resource Season (RS) - Applies to students who have not passed CA and Final Assessment in NS; 1 IWT minimum admissible rating: 10 points. Improvements are contemplated in Final Assessment at RS.

### **MAIN BIBLIOGRAPHY**

AOTA (2008). Occupation therapy practice - Framework: domain & Process (2nd edition). The American Journal of Occupational Therapy, 63(6), 625-683.

CAOT (2007). Enabling occupational II. Ottawa: Canadian Association of Occupational Therapists.

Hagedorn, R. (1995). Occupational Therapy, perspectives and process. London: Churchill Livingstone.

Hersch G., Lamport, N. & Coffey, M. (2005). Activity analysis – application to occupation (5th Edition). USA: Slack Incorporated.

Kielhofner, G. (2009). Model of Human Occupation. Baltimore: Lippincott Williams & Wilkins.

Kuhaneck, H., Spitzer S. & Miller E. (2009). Activity Analysis, Creativity and Playfulness in Pediatric Occupational Therapy: Making Play Just Right. USA: Jones & Bartlett Publishers

Lima, E. (2004). A análise de atividade e a construção do olhar do terapeuta ocupacional. Revista de Terapia Ocupacional da Universidade de São Paulo, 15 (2), 42-48.

Marques , A. & Trigueiros , M.J.(2011). Enquadramentoda Prática da Te

Year of implementation: 2019/2020 | Date of approval by the Technical-Scientific Board: 2019-12-18